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ABSTRACT

Part I of this brief document outlines seven opportunities provided for Pittsburgh secondary teachers by the Schenley High School Teacher Center. These opportunities include observing exemplary instructional activities in a real setting, practicing new skills and techniques, receiving feedback on that practice, and translating theory into practice. Part II covers the center's background from the initial planning activities in fall 1981 to the presentation of final recommendations in May 1982. General student program characteristics, including the center's goal of providing for new magnet programs, are the subject of Part III. Part IV outlines the various phases of the teacher's projected experience with the center, which consists of orientation, direct involvement at the center, and followup reinforcement and support at the home school. Part V, the final section, addresses eight major considerations in the center's development: (1) administration, (2) the advisory council, (3) staffing, (4) students, (5) curriculum, (6) instruction, (7) facilities, and (8) budgeting. (JBM)

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PROPOSED SCHENLEY HIGH SCHOOL TEACHER CENTER[3]

I. Teacher Center Goal

The primary purpose of the Schenley High School Teacher Center is to provide a clinical experience for each secondary teacher in the Pittsburgh Public Schools. The purpose of the clinical setting is to provide an opportunity for each teacher: (1) to observe exemplary instructional activities in a real setting; (2) to sharpen existing instructional skills; (3) to practice new skills and techniques; (4) to receive feedback on that practice: (5) to translate theory into practice; (6) to receive an update in their specific subject matter areas and the latest research findings in effective teaching technology; and, (7) to obtain a broad perspective of modern youth culture and its implication for effective teaching.

II. Planning and Development Background

Initial planning activities for the Schenley High School Teacher Center began in the Fall of 1981 with the work of a twenty-two (22) member steering committee. In January of 1982, the development process was expanded to include the creation of fifteen (15) satellite committees whose membership included in excess of 160 individuals representing teachers, administrators, university staff and community representatives.

Each of the satellite committees was charged with the responsibility of reviewing and making recommendations relative to key components of the Schenley High School Teacher Center. The satellite committees met individually from January through May of 1982 and made presentations of final recommendations in May of 1982. The recommendations made by the various satellite committees were reviewed by the steering committee and have resulted in this overview document. These recommendations will be used as one resource in the detailed planning

[3]This section was prepared by James Angevine, Director of Planning and Management Information.

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to be done prior to the implementation of the Schenley High School Teacher Center.

III. Schenley High School Teacher Center Student Program Characteristics

The Schenley High School Teacher Center will be characterized by programs for students, both curricular and extra-curricular, which may be replicated at any other high school in the Pittsburgh Public Schools. The current program offerings, both regular and magnet, at the Schenley High School Teacher Center will be maintained and expanded in terms of the quality and variety of instructional techniques. Additionally, the Schenley High School Teacher Center will provide for new magnet programs which will be specifically designed to provide exceptional opportunities to students throughout the City, and to enhance and expand the ethnic and racial composition of the school.

IV. The Schenley High School Teacher Center Experience for Teachers

The general structure of the Schenley High School Teacher Center experience will occur in three (3) phases: (1) orientation; (2) direct involvement; and, (3) reinforcement and support.

The first phase (orientation), will be conducted by members of the Schenley High School Teacher Center Staff in conjunction with individual teachers and building principals. Phase I (orientation), will include identification of individual teacher needs and the generation of an individualized study plan for each teacher entering the Schenley High School Teacher Center. It is intended that these plans will reflect both individual teacher and home school needs.

The second phase (direct involvement), will occur at the Schenley High School Teacher Center, and will include but not be limited to the following:

a. Participation in seminars with peers, center staff, and others.

b. Clinical experience including observation of effective teaching, planning, actual teaching, and pre and post conferences.

c. Fulfillment of individual study plan requirements which may include working with university, community and/or business resources.

d. Training in appropriate new technologies including use of media and computers.

This phase will occur over successive nine (9) week periods. Replacement teachers will be teaching the classes for the home school teacher while he or she is at the Schenley High School Teacher Center.

The third phase (reinforcement and support), will occur at the home school. The purpose of this phase is to ensure the retention of, and to support the teachers in the use of, the skills and knowledge acquired at the Schenley High School Teacher Center. This assistance will be the responsibility of the Schenley High School Teacher Center Staff, home school and other staff, who have been appropriately trained.

V. Major Considerations in the Development of the Schenley High School Teacher Center

1. Administration

The administration of the proposed Schenley High School Teacher Center would consist of a principal who would be responsible for all programs within the Schenley High School Teacher Center with special emphasis on the quality of curriculum and instruction. Two (2) Vice-Principals would report directly to the principal of the school. The director of the Schenley High School Teacher Center would report to and work cooperatively with the Schenley High School Teacher Center principal and be responsible for the management of the revitalizing experiences provided at the Schenley High School Teacher Center including the pre, on-site, and post components of the experience. Four (4) Schenley High School Teacher Center staff development assistants would report to the director of the Schenley High School Teacher Center, and would be responsible for planning and implementing the instructional program for visiting teachers.

2. Advisory Council

An advisory council shall be established to provide assistance to the principal. The council shall include representatives of existing parent groups, community and educational groups, and students.

3. Staffing

The staffing of the Schenley High School Teacher Center would require some teachers who will teach fewer than five (5) periods a day. The support staff, such as counselors and social workers, etc., would be similar to that currently existing in high schools throughout the District. In addition to the Schenley High School Teacher Center Staff, there will need to be a group of approximately 50 "replacement teachers" who will be responsible for teaching the classes at home school sites as teachers spend their nine (9) week periods at the Schenley High School Teacher Center.

4. Students

The student body at the Schenley High School Teacher Center will include those students currently attending Schenley High School and additional students who sign up for full and part-time magnet programs offered at the Schenley High School Teacher Center. It is anticipated that the student population at the Schenley High School Teacher Center will be between 1200 and 1400 students by 1987.

5. Curriculum

The general curriculum offered at the Schenley High School Teacher Center for the regular school program will be the same as that offered in other high schools throughout the District. The curriculum will be augmented by additional magnets, and enriched as a function of using available resources from university, community and business. However, curriculum changes that will be introduced at the Schenley High School Teacher Center will be those that will be replicable at other sites.

6. Instruction

The demonstration characteristics of the proposed Schenley High School Teacher Center will require that the quality of instruction be maintained at consistently high levels in order to fulfill the dual goal of providing high quality instruction to the students in the Schenley High School Teacher Center and providing a variety of exemplary models for teachers observing and practicing at the Schenley High School Teacher Center.

7. Facilities

The Schenley High School Teacher Center will require some space modifications as well as a general upgrading of the existing facility, as is currently being planned by the Board of Education.

8. Budget

Budget requirements for the implementation of the Schenley High School Teacher Center for the staffing, supplies, facilities modifications and general operating costs will be provided from three (3) major sources: (a) 01 General Fund Budget; (b) private foundation support; and (c) Chapter II funding. The funding for the "replacement teachers" will be offset by a reduction in 01 teaching positions brought about by the closing of Allegheny and South High Schools.

Summary

In this paper the author has presented his general views of staff development. It has been presented as a person oriented change process that is directed at behavioral changes required to achieve instructional effectiveness. The concept of instructional leadership role of administrators is presented as the key variable in the long range school improvement process. Finally PRISM is presented as Pittsburgh's plan for staff development and school improvement.